

Case 2: Does the worksheet show what Dec knows?

Content note

This case discusses disability, evaluations and support plans. No student should share their own grades, diagnosis or support plan, so keep the discussion on Dec’s situation.

Overview

Students read about Dec, a high school senior who explains a circuit well out loud but loses his place on a dense practice sheet. They sort the evidence into what is observed, what might explain it and what is not established, using a summary of the IDEA evaluation rule. They then redesign the practice sheet or draft a support request that Dec could approve.

Before this case

Students should already be able to:

- tell an observation from an explanation
- restate a legal rule accurately in plain words
- write instructions for a volunteer audience

Objectives

Students will be able to:

- separate what a tutor observes, what might explain it and what is not established
- state the IDEA evaluation rule accurately
- direct formal questions to the student, the family and the school
- include one redesign that keeps the learning goal

Materials

- This chapter, one copy per participant
- Evidence A and B, and Dec’s and Anika’s lines in Who is involved
- The IDEA and CAST UDL summaries in the key idea
- The three-column organizer: observed, possible explanation, not established

The task in this edition

Task: Write a one-page guide for volunteer tutors in a library or youth program who work with high school students like Dec. The guide shows how to describe what a tutor observes without diagnosing and how to point a student and family to the school’s own process.

Students make: Tutor guide, 350—450 words, with one worked example based on Dec

Pacing

Opener (page 24): 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 25 and 26): 6 min. Short on time: 4 min. Read the key terms aloud. Keep Who is involved, because the guide uses Dec’s words.

Look at the evidence (pages 30 and 31): 10 min. Short on time: 8 min. Participants fill in only the “What it shows” boxes.

Pacing, continued

Key idea (pages 32 and 33): 12 min. Short on time: 10 min. Skip the In the news section.

Sort the evidence (pages 34 and 35): 8 min. Short on time: 5 min. Do the teacher and Dec rows only.

Practice (page 36): 6 min. Short on time: skip.

Your task (pages 37 and 38): 12 min. Short on time: 10 min. Fill in the three columns together.

Your draft (page 39): 30 min. Short on time: 28 min. Participants finish the worked example outside the session.

Check your work (pages 40 and 41): 8 min. Short on time: skip. Review the guides against the success criteria yourself.

Questions to discuss (pages 42 and 43): 10 min. Short on time: 6 min. Discuss question 3 only.

Talk about this case at home (page 44): at home.

Periods: full chapter 107 minutes; one period 75 minutes.

Case 2 plan, continued

Standards

- Written Communication VALUE Rubric** AAC&U’s rubric for writing that fits its context and purpose, develops its content and uses sources and evidence. In this case: Students write practical guidance for volunteer tutors, with a worked example (Context of and Purpose for Writing).
- Ethical Reasoning VALUE Rubric** AAC&U’s rubric for recognizing ethical issues and applying and weighing different ethical perspectives. In this case: Students decide what a tutor may say about a student’s learning and what belongs to the student, the family and the school (Ethical Issue Recognition).
- Information Literacy VALUE Rubric** AAC&U’s rubric for finding, evaluating and using information for a purpose, ethically and legally. In this case: Students use the IDEA regulation summary accurately and do not stretch it to decide anything about Dec (Use Information Effectively to Accomplish a Specific Purpose).
- Authority Is Constructed and Contextual** A source’s authority depends on its creator’s expertise and on the question it is being used to answer. In this case: Students explain why an eligibility decision belongs to the school’s evaluation process and not to a tutor or a friend.

Codes of ethics

- **CEC Ethical Principles and Practice Standards:** Special Education Standards for Professional Practice: Teaching and Assessment
- **CEC Ethical Principles and Practice Standards:** Special Education Professional Ethical Principles
- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 8

Heat map

- ■ □ **Opener (page 24):** Medium
- □ □ **Key terms (pages 25 and 26):** Low
- □ □ **Look at the evidence (pages 30 and 31):** Low
- □ □ **Key idea (pages 32 and 33):** Low
- ■ □ **Sort the evidence (pages 34 and 35):** Medium
- ■ □ **Practice (page 36):** Medium
- □ □ **Check your work (pages 40 and 41):** Low

Try it at your school

- Learn your school’s route for asking about support.**
- Find your school’s student handbook or website page on learning support

Try it at your school, continued

- Write one question you’d want answered, without naming a classmate
 - Ask a counselor who handles support requests and how parents or students start one
 - If a friend is struggling, ask them what they want before doing anything
- Who to ask:** School counselor, special-education coordinator or a teacher you trust
- Safety:** Don’t share anyone’s grades, diagnosis or support plan. A parent or guardian usually has to be part of a formal evaluation request for students under 18.

Sources

- U.S. Department of Education, “IDEA regulations, 34 CFR § 300.304 (evaluation procedures),” No date listed
- CAST, “Universal Design for Learning Guidelines 3.0,” 2024

Case 2: Does the worksheet show what Dec knows?

Dec can explain a circuit out loud but gets lost on a crowded worksheet, so the crew asks what the task measures.

On your own Read What happened. Underline what Dec can do out loud and where he gets stuck. About 5 minutes.

Your role: You're the one who reads the goal line before anyone decides what Dec knows. **New skill:** Check what a task is meant to measure.



Dec points to a small light circuit on the table while Anika watches.

What happened

Anika, 16, and Dec, 17, are at the study table twenty minutes before theater rehearsal. They are building a light circuit for a school set. Dec can explain out loud how the current travels through the circuit. On the written practice sheet, he loses his place in the instructions.

The sheet has six dense paragraphs and one small diagram. Anika's first idea is to run the same timed practice sheet again. Then she draws a larger sketch, and Dec traces the whole circuit correctly.

Mari, 19, is on her break from the bookshop. She does not assume she knows why Dec is stuck. Dec wants help with this task, but he does not want a diagnosis from the group chat.

Your question: Does the practice sheet show what Dec knows, and what should Dec ask his teacher?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud. Skip the opening question.

💬 Say this

“Dec can explain the circuit out loud. What could make a written sheet harder than talking?” — Set the norm first: nobody shares their own grades or support plans. Take two or three answers.

👁 Watch for

Misconception: Students decide Dec is not trying. **Listen for:** “He just needs to focus.” **Then:** Ask what the story says Dec can do. Write “explains the circuit out loud” on the board.

📎 Support

- Read What happened aloud while students follow along.
- Sketch a simple circuit on the board: battery, switch, LED.

🔥 Heat check

■ ■ □ **Medium.** Students may link Dec's struggle to their own diagnosis or a classmate's.

Cool-down: Restate the norm: we talk about Dec and the worksheet only. Nobody shares grades, diagnoses or support plans.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 6 minutes.

Learning goal A learning goal is the knowledge or skill that a task is meant to show.

En español: meta de aprendizaje

In this case: The practice brief names one goal: explain how a simple circuit works. It does not list speed or reading six dense paragraphs.

Evaluation An evaluation is a school's formal process for learning about a student's needs, using more than one measure.

En español: evaluación

In this case: Dec's practice sheet is not an evaluation. It is one observation the crew can describe to a teacher.

Eligibility Eligibility is meeting the requirements for a particular service or program.

En español: elegibilidad

In this case: A practice sheet cannot show whether Dec is eligible for special education. Under IDEA, no single measure can be the only basis for that decision.

Who is involved



Dec

Theater crew, working on the circuit sheet

"I can show you where the current goes. Then I get halfway through the written question and lose my place."



Anika

Studying the circuit with Dec

"I kept pointing at the page and saying 'it's right there.' I never looked at how the question was written."

Case 2 | Key terms | College educator edition

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read the key terms aloud. Keep Who is involved, because the guide uses Dec's words.

💬 Say this

"Write your first guess now. You will come back to it at the end." — Keep first guesses private unless a student wants to share.

👁 Watch for

Misconception: Students think "evaluation" means any test.

Listen for: "The worksheet was his evaluation." **Then:**

Reread the definition. An evaluation is a formal school process, not a practice sheet.

📖 Support

- Pair students who share a language to explain each term.
- Frame: "A learning goal is _____. In this case, the goal is _____."
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, why do you think Dec gets stuck on the worksheet?

My first guess is ___, because ___.

➤ My first guess is that the worksheet measures reading as much as circuits, because Dec can explain the circuit out loud.

Notes

[illegible]

This page continues page 25. The notes for both pages are on the sheet for page 25.

Reading passage

Validity, support and who decides

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Learning goal:** A learning goal is the knowledge or skill that a task is meant to show.
- **Evaluation:** An evaluation is a school's formal process for learning about a student's needs, using more than one measure.
- **Eligibility:** Eligibility is meeting the requirements for a particular service or program.
- **Context:** Context is the information around an event or a quote that you need to understand what it means.

The story: A correct explanation and a wrong answer

Dec, 17, can explain a simple circuit aloud with complete accuracy. He is building one for a school theater set with Anika, 16, at a study table twenty minutes before rehearsal. The written practice sheet for the same content defeats him. It has six dense paragraphs, one small diagram and four questions to answer in complete sentences. On paper, he skips a line in the instructions and answers a question that was not asked. When Anika redraws the circuit larger, he traces it correctly.

The case is built around a problem that teachers, testers and employers meet constantly. A performance can fail for reasons unrelated to the skill being measured. It also shows how quickly helpful people overreach. Anika's first proposal is to repeat the timed sheet. A group chat could easily move from "Dec struggled" to a confident theory about why. Dec draws the line himself. He asks his friends to say what happened, not what is wrong with him, and to ask him before anyone tells his teacher what he needs.

Mari, who is dyslexic and switches between print and audio, models a different stance. She asks Dec to walk her through the circuit and then compares that with the worksheet. Your role is to read the goal line before anyone decides what Dec knows.

❓ Stop and think. Where have you seen a test or application measure format more than the skill it names?

⌚ Pacing

Reading: about 5 min (703 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: A correct explanation and a wrong answer":** Where have you seen a test or application measure format more than the skill it names?
2. **After "Construct and format":** Dec sets the terms for what his friends say. What would change if Anika wrote to Ms. R on her own?
3. **After "Evaluation, eligibility and professional duty":** CEC calls for involving individuals in decisions about them. How does the crew follow that principle without being bound by it?

Construct and format

The practice brief states its **learning goal**: explain how a simple circuit works. A learning goal is the knowledge or skill that a task is meant to show. In assessment language, the goal is the construct, and everything else about the sheet is format. The brief does not ask for speed and sets no time limit. The density of the text and the size of the diagram may still be affecting the score. When format drives performance, the result says less about the construct.

Case 1's habit of returning to the original source applies directly. The goal line, not the group's impression, defines what should be measured. Case 1's term **context** also applies. The written answer is authentic evidence, but alone it is a partial frame, like a cropped clip. The study-table notes supply the rest: correct aloud, incorrect on paper, cause unknown.

The crew's response respects those limits. Dec tries a clearer practice diagram and explains his reasoning again, so the new format still requires the target skill. Anika changes the study plan. Dec decides whether to raise the question of support.

? **Stop and think.** Dec sets the terms for what his friends say. What would change if Anika wrote to Ms. R on her own?

Evaluation, eligibility and professional duty

The crew cannot answer the question of support, and the law says why. An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. **Eligibility** is meeting the requirements for a particular service or program. Under the IDEA regulations, a public school must use a variety of assessment tools and strategies, and no single measure may be the sole basis for an eligibility decision (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). The rule guards against the very shortcut the case warns about: one performance, read as a verdict.

Professional codes reinforce the point. The Council for Exceptional Children asks special educators to use assessment procedures that "accurately measure what is intended to be measured." It also calls for "actively involving families and individuals with exceptionalities in educational decision making" (CEC Ethical Principles and Practice Standards, no date listed). The NEA code limits what educators may disclose about students (National Education Association, Code of Ethics, 1975). Federal testing guidance frames accommodations as a way to measure skill, not disability (ADA.gov, U.S. Department of Justice, February 28, 2020).

Design research offers a complementary strategy. CAST's Universal Design for Learning Guidelines recommend building more than one path into and out of a task from the start (CAST, 2024). A systematic review and meta-analysis examined the effectiveness of that approach (Almeqdad et al., Cogent Education, May 29, 2023). Journalists continue to test specific supports, asking whether extended time helps students with ADHD show what they know (Education Week, October 13, 2025).

This page continues page 27. The notes for both pages are on the sheet for page 27.

Evaluation, eligibility and professional duty, continued

The unresolved questions are real. The ethical baseline is not. Measure the goal, and let the student decide what is shared about him. That question, what is this document or task designed to show, will return when you read pay statements, ballots and budgets in later cases.

? Stop and think. CEC calls for involving individuals in decisions about them. How does the crew follow that principle without being bound by it?

Sources

Real source | U.S. Department of Education | No date listed

IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

Real source | Council for Exceptional Children (CEC) | No date listed

CEC Ethical Principles and Practice Standards

Real source | National Education Association (NEA) | 1975

Code of Ethics of the Education Profession

Real source | ADA.gov (U.S. Department of Justice) | February 28, 2020

ADA Requirements: Testing Accommodations

Real source | CAST | 2024

Universal Design for Learning Guidelines 3.0

Real source | Cogent Education (Almeqdad et al.) | May 29, 2023

The effectiveness of universal design for learning: A systematic review of the literature and meta-analysis

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

Notes

This page continues page 27. The notes for both pages are on the sheet for page 27.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

Evidence A | Practice brief, handed out Monday

The assignment

Goal: Explain how a simple circuit works. Read the six paragraphs below before you answer. Use the diagram to trace the path of the current from the battery through the switch and the LED and back. Answer questions 1–4 in complete sentences.

Look closely: Which skill does the goal line name, and which does it leave out?

What it shows

➤ The goal names one skill, but the page adds six dense paragraphs.

What it leaves out

➤ How it is scored, and what the paragraphs are meant to test.

Evidence B | Study-table notes, Wednesday 3:40 p.m.

Dec's explanation

Out loud, with the larger sketch: traced the whole path, battery to switch to LED and back. Correct. Written sheet: skipped a line in the instructions and answered a different question from the one asked. Dec: the layout is hard to follow.

Look closely: What did Dec get right out loud that the sheet did not record?

What it shows

➤ Two observations and Dec's own account: right aloud, off track on paper.

What it leaves out

➤ Any cause, and whether Dec wants the school involved.

Case 2 | Look at the evidence | College educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Participants fill in only the “What it shows” boxes.

💬 Say this

“Put your finger on the goal line in Evidence A. Now find what Dec did out loud in Evidence B.” — Ask students to compare the two before anyone explains why.

👁 Watch for

Misconception: Students read the notes as proof of a disability. **Listen for:** “So he has a learning disability.” **Then:** Ask what the notes record: two observations and Dec's own words. They do not record a cause.

📄 Support

- Give Evidence A with the goal line enlarged and the paragraphs numbered.
- Read Evidence B aloud.
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

🔗 Stretch

- Ask which parts of Evidence A a teacher could change without changing the goal line.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

What is still missing from the evidence?

Whether Dec wants formal support at all, how the sheet is scored, whether other students lose their place in the same layout, and what the teacher meant the six paragraphs to test.

Notes

[illegible]

This page continues page 30. The notes for both pages are on the sheet for page 30.

Key idea: learning goals

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 12 minutes.

Dec's written answer and his spoken explanation give the crew different information. A **learning goal** is the knowledge or skill that a task is meant to show. The practice brief names one goal: explain how a simple circuit works. It does not list speed, and it does not list reading six dense paragraphs. So the next question is what the sheet was meant to measure and what got in the way.

CAST's Universal Design for Learning Guidelines encourage giving learners more than one way to take in information and show what they know. For Dec, a larger diagram is a practice option to test. It is not a diagnosis, and it does not change an official test. Ask Dec what helped, and check that he can still explain the circuit.

An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. Under IDEA, a federal law, a public school must use varied tools in an evaluation. No single measure can be the only basis for deciding **eligibility**. Eligibility is meeting the requirements for a particular service or program. A study session is not an evaluation, so Dec decides whether to ask his school how that process starts.

Professional standards

Real source | Council for Exceptional Children (CEC)

CEC Ethical Principles and Practice Standards: Special Education Standards for Professional Practice: Teaching and Assessment

"Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured"

In plain words: Special educators who follow CEC's standards use assessments that measure the skill the task is meant to measure.

Question: The goal is explaining a circuit. Which parts of the sheet test something else, like reading six dense paragraphs?

Case 2 | Key idea | College educator edition

Pacing

Full chapter: 12 min.

 Short on time: 10 min. Skip the In the news section.

Say this

"A learning goal names what a task should show. What does this sheet show besides the goal?" — Wait for "reading the paragraphs."

"The CEC standard asks for assessments that measure what they are meant to measure. Does this sheet?" — Take a thumbs vote, then ask for evidence.

Watch for

Misconception: Students treat the CEC code or IDEA as rules for every quiz. **Listen for:** "It's illegal to give that worksheet." **Then:** Say: "IDEA's rule covers formal evaluations. The CEC code guides special educators. Neither makes this sheet illegal."

Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

Stretch

- Read the second CEC card. Ask how the crew can make sure Dec, not Anika, decides what his message says.

Heat check

■□□ Low.

Professional standards, continued**Your answer**

Besides its goal, the sheet measures ____, so ____.

➤ Besides its goal, the sheet measures sustained reading and tracking of written instructions. So a wrong answer may reflect the layout, not circuit knowledge.

In the news

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

Asks the case's question in real life: does a test accommodation help students show what they actually know?



Real source | K-12 Dive | December 3, 2025

IDEA at 50: How the landmark law changed education

Explains where IDEA, evaluations and IEPs came from and why schools must plan around each student's needs.

Notes

This page continues page 32. The notes for both pages are on the sheet for page 32.

Sort the evidence

On your own Read each decision in the diagram. Write who decides it in each blank box. About 8 minutes.

Sort who can decide each question. Which decision belongs to the teacher, which to a formal school process, and which only to Dec?

Try a clearer practice format for the circuit goal

Who decides

The teacher, who sets the practice format and the learning goal

Under which rule

Who lives with it

Dec, who decides what to share and whether to ask

Your way in

Start a formal IDEA evaluation or a Section 504 conversation

Who decides

The school's evaluation process, with a parent or guardian for a student under 18

Under which rule

IDEA evaluation rule: varied tools, no single measure as the sole basis

Who lives with it

Your way in

 A counselor or special-education coordinator explains how a request starts

Case 2 | Sort the evidence | College educator edition

Pacing

Full chapter: 8 min.

 Short on time: 5 min. Do the teacher and Dec rows only.

Say this

“Each decision in the diagram has a different decider. Which decision belongs only to Dec?” — Model the teacher row together.

Watch for

Misconception: Students give the friends a decider role.

Listen for: “Anika and Mari should ask for the IEP.” **Then:** Point to the diagram. The school's process decides evaluations, and Dec decides what he shares.

Support

- Let students write T (teacher), S (school process) or D (Dec) before writing sentences.

Heat check

 **Medium.** The missing-perspective question can lead students to talk about their own support plans.

Cool-down: Keep it about Dec and Ms. R. Restate the norm, then return to what the diagram says each person decides.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➤ Dec's family's. A parent or guardian usually has to be part of a formal request for a student under 18, so I would ask Dec first.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 34. The notes for both pages are on the sheet for page 34.

Practice: choose a response

On your own Choose what the crew should try and explain why. Then fix the two marked lines. About 6 minutes.

What should the crew try at the study table?

- ☐ A Run the same timed sheet again so Dec gets more practice.
- ☒ B Let Dec explain with a larger diagram, then compare his reasoning with the sheet.
- ☐ C Tell Dec he probably needs an IEP.

Why I chose it

➤ B. It holds the goal constant and adds a second observation. A repeats the same conditions, and C reaches past what friends can know.

Improve a draft

A student's first draft

Hi Ms. R, Dec failed the circuit sheet again and we think the test is unfair to him. He obviously knows the material because he explained it to us perfectly. At the study table he went through the whole thing out loud with no mistakes. ① We think he might have a learning disability and should get an IEP so he can get extra time. My cousin has one and it helped her a lot. ② Can you give him an easier version? We really think this would help him pass. Thanks, Anika and Mari.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Out loud, he traced the circuit.
On paper, he lost his place.

Rewrite phrase 2

➤ Could the same questions work
with a larger diagram?

Case 2 | Practice | College educator edition

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

“Dec has twenty minutes before rehearsal. What should the crew try right now?” — Take a vote before any discussion.

👁 Watch for

Misconception: Students choose C because it sounds caring. **Listen for:** “He needs help, so tell him about an IEP.” **Then:** Ask who can decide eligibility. Only the school’s evaluation process can.

🔥 Heat check

■ ■ □ **Medium.** Option C can prompt stories about classmates’ IEPs.

Cool-down: Say that no student’s plan is discussed here. Ask what the evidence shows about Dec, then go back to the options.

➤ Answer key

A revised version: Hi Ms. R, I’m working on the circuit practice sheet. The goal says we should explain how a simple circuit works. When I talked it through with a larger diagram, I could trace the whole route. On the written sheet, I lost my place in the paragraphs and answered a different question. Could we talk about how the sheet checks the goal and what support options might help me show my reasoning? I can bring both attempts. Anika and Mari helped me write this, and I asked them to. Thanks, Dec

College

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Write a one-page guide for volunteer tutors in a library or youth program who work with high school students like Dec. The guide shows how to describe what a tutor observes without diagnosing and how to point a student and family to the school's own process.

Use: Case documents: Dec's practice brief, his study-table notes and Dec's and Anika's statements. Real sources: the IDEA evaluation rule summary (34 CFR § 300.304) and the CAST UDL Guidelines summary. Also use the case's safety note.

You'll make: Tutor guide, 350—450 words, with one worked example based on Dec

Time: 75 minutes

- 1 Sort the details in Evidence B into observed, possible explanation and not established.
- 2 Write the IDEA rule in one plain sentence.
- 3 List who a tutor should send formal questions to.
- 4 Sketch one redesign of the practice sheet that keeps the circuit goal.
- 5 Draft the guide, 350 to 450 words, on the Your draft page.
- 6 Use Dec's case as the one worked example, without diagnosing him.
- 7 Check the guide with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

Observed

Traced the circuit aloud.
Skipped a line on paper.

Possible explanation

The layout, which Dec says is hard to follow.

Case 2 | Your task | College educator edition

Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Fill in the three columns together.

Say this

"You are writing for a volunteer who meets Dec for the first time. What should they write down, and what should they never write down?" — Build two lists on the board.

Watch for

Misconception: The guide tells tutors to spot disabilities.

Listen for: "Tutors can tell who needs an IEP." **Then:** Ask what decides eligibility under IDEA: a school evaluation with varied tools.

Support

- Three-column organizer from the workshop: observed, possible explanation, not established
- Dec's own words as a model of a student describing a barrier
- Plain-language paraphrase of the IDEA evaluation rule
- Frame: "I noticed _____. I don't know yet _____."

Stretch

- Add a section on redesigning a practice sheet with the UDL Guidelines. Explain why a tutor may change practice materials but may not decide eligibility.

Your task, continued

Not established

- Why Dec loses his place, and whether he has a disability.

The IDEA rule in one plain sentence

- In a formal evaluation, no single measure can be the only basis for deciding eligibility.

Who gets formal questions

☐ The student first, then the family and the school's counselor or coordinator.

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 37.

Standards

AAC&U VALUE rubric: Written Communication VALUE Rubric; Ethical Reasoning VALUE Rubric; Information Literacy VALUE Rubric.

ACRL Framework: Authority Is Constructed and Contextual.

The Case plan sheet gives each code in plain words.

○ Answer key

A strong response:

- Separates an observation from a possible explanation and from what is not established
- States the IDEA rule accurately: no single measure can be the only basis for deciding eligibility
- Sends formal questions to the student, the family and the school
- Includes one redesign that keeps the learning goal of explaining how a simple circuit works
- Shares no real student's grades, diagnosis or support plan

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Your guide: what to write down

Describe what you see, not what you think it means. Write down what the student did, in the student's words when you can. Keep three columns: what you observed, what might explain it and what is not established. A possible explanation stays a question until the student, the family and the school look at it. Never write a diagnosis in your notes. Never share a student's grades or support plan outside the program. If a student wants to ask about support, help them find the school counselor or coordinator. A parent or guardian usually has to be part of a formal evaluation request for a student under 18.

Your worked example: Dec

Dec's practice sheet names one goal: explain how a simple circuit works. Out loud, with a larger sketch, he traced the whole circuit correctly. On paper, he skipped a line and answered a different question. He said the layout is hard to follow. A tutor can write those observations down. A tutor can also try a practice sheet with a bigger diagram and numbered steps, because that keeps the goal the same. A tutor cannot decide whether Dec has a disability or qualifies for services. Under IDEA, a school's evaluation must use varied tools, and no single measure can decide eligibility.

Case 2 | Your draft | College educator edition

Pacing

Full chapter: 30 min.

 Short on time: 28 min. Participants finish the worked example outside the session.

Say this

"Read your worked example as Dec. Would you be comfortable seeing it?" — Partners mark one line to rewrite.

Watch for

Misconception: The worked example says more than the evidence shows. **Listen for:** "Dec probably has a learning disability." **Then:** Cross it out. The notes record what happened, not a diagnosis.

Answer key

What to notice in the sample:

1. Sets the rule that separates observation from explanation.
2. Points the student and family to the school's own process.
3. The redesign keeps the circuit learning goal.
4. States the IDEA rule accurately.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Does your guide separate what was observed from what is not established?	☒ Yes ☐ No
Does it state the IDEA rule accurately?	☒ Yes ☐ No
Does it send formal questions to the student, the family and the school?	☒ Yes ☐ No
Did you leave out every real student's grades, diagnosis and support plan?	☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Mentions only the score.	☐ Describes Dec's explanation vaguely.	☐ Cites the goal and two specific observations.	☐ Uses observations and notes what they cannot show.
Reasoning	☐ Concludes Dec has a disability or the test is illegal.	☐ Suggests easier content without linking to the goal.	☐ Connects a possible format barrier to the learning goal.	☐ Distinguishes classroom support from IDEA evaluation accurately.
Audience & purpose	☐ Message speaks for Dec without his input.	☐ Mentions Dec but ignores his voice.	☐ Written in Dec's voice with his permission.	☐ Respects Dec's control and gives the teacher a clear next step.

Pacing

Full chapter: 8 min.

 Short on time: skip this page. Skip this page. Review the guides against the success criteria yourself.

Say this

“Would Dec agree to your work as written? Mark your level honestly. Then make one change.” — Circulate and ask for one removed guess or one added observation.

Watch for

Misconception: Students make surface edits only. **Listen for:** “I fixed the spelling.” **Then:** Point to the Revision row. Ask students to replace one diagnosis with an observation.

Heat check

 Low.

Answer key

How to assess: Score the guide with the case rubric. Add checks that the IDEA summary is accurate, that no line diagnoses Dec and that the redesign keeps the circuit goal.

Proficient looks like:

- **Evidence:** Cites the goal and two specific observations.
- **Reasoning:** Connects a possible format barrier to the learning goal.
- **Audience & purpose:** Written in Dec's voice with his permission.
- **Revision:** Replaces the diagnosis with an observation.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Removes one problem line.	☐ Replaces the diagnosis with an observation.	☐ Explains how each change protects Dec’s privacy and agency.

One change I made after feedback

I changed ___ because ___.

✎

I cut “tutors can tell when a student needs an IEP,” because only a school evaluation can decide eligibility.

Notes

This page continues page 40. The notes for both pages are on the sheet for page 40.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 10 minutes.

- 1 Is the practice sheet checking circuit understanding, reading speed or both?

➤ Both, in practice. The goal names circuit understanding, but the layout also demands sustained reading, so one score cannot separate the two.

- 2 How would you know a new format shows Dec's learning more clearly instead of giving away the answer?

➤ Hold the questions constant and change only the layout. If Dec still has to explain the circuit in his own words, the format has not given away the answer.

- 3 What does the IDEA evaluation rule cover, and why does a study session fall outside it?

➤ It covers formal IDEA evaluations: varied tools, and no single measure decides eligibility. A study session makes no decision, so the rule does not reach it.

My take

My claim: ____.

➤ The sheet mixes its goal with a reading load, so Dec's written answer cannot show what he knows about circuits.

The best evidence is ____, because ____.

➤ The study-table notes, because the same student gave two different results in two formats.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Discuss question 3 only.

💬 Say this

"Answer with a detail from the brief or the notes, not a story about someone you know." — Post the question numbers and call on one student per question.

➤ Stretch

- Design a universal design version of a real quiz from another class. Keep its learning goal the same.
- Going further: Write down your first guess about why Dec got stuck. Then compare the two observations in the evidence, and write what changed your mind.
- Going further: Design two practice sheets that keep the same learning goal: explaining how a simple circuit works. Ask a classmate which one makes the goal easier to show.
- Going further: Find the IDEA evaluation rule in its federal source, 34 CFR § 300.304. Quote the part about using more than one measure, and name where it comes from.
- Going further: Find your school's handbook or web page on learning support. Write one question you want answered, without naming a classmate. Then ask a counselor how students or parents start a request.
- Research how your state describes the timeline for an initial evaluation after a parent consents
- Design a UDL version of a real quiz from another class

My take, continued

Someone who disagrees might say ____.

➤ A reading load is part of any written task, so the sheet is fair as written.

The limit of the evidence is ____.

- Two observations at one study table cannot show why Dec loses his place.

I would change my mind if ____.

Dec went off track the same way with numbered steps and a larger diagram.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black margin line. The top-left corner of the paper is rounded. There is no handwriting or other markings on the page.

This page continues page 42.

Heat check

■ ■ □ Question 3: Medium. Students may bring up their own IEP or 504 plan, or a classmate's.

Cool-down: Restate the norm: nobody shares their own or anyone else's support plans. Then return to what the rule says.

Talk about this case at home

Case 2: Does the worksheet show what Dec knows?

In this case, a student can explain a light circuit out loud but gets lost on a crowded worksheet. Your student compared the worksheet's goal with notes from a study session and thought about what the worksheet really measures.

Questions to talk about

- 1 Can one test show everything a person knows? Why or why not?
- 2 What makes the directions on a worksheet or a form easy to follow?
- 3 Who at a school can students ask about help with schoolwork?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 2 | Talk about this case at home | College educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share a personal story to complete it.